

TOOLKIT

TEACCH: INDIVIDUAL SCHEDULE GUIDELINES

Form of Representation	Date	Notes
Object that will be used in activity		
Object that is symbolic of activity		
Photograph		
Drawing		
Picture/symbol		
Single word		
Phrase or sentence		
Length		
1 item only (transition)		
2 items (first, then sequence)		
3 – 4 items, up to an hour		
2 hours		
½ day		
Full day		
Presentation Format		
1 item at a time		
Left-to-right sequence		
Top-to-bottom sequence		
Multiple rows		
Way of Manipulating the Schedule		
Carry object to use		
Carry object or visual cue to match (box, basket, envelope, pocket, velcro, clip)		
Turn over visual cue as activity completed		
Mark off visual cue as completed		
Location of the Schedule		
Teacher/supervisor takes to student		
Stationery in central/ neutral place (on table, on shelf, on wall)		
Multiple schedules in different locations		
Portable schedule ("pull-off traveler" from stationery schedule, on clipboard, in notebook)		
Initiation of Use of the Schedule		
Teacher/ supervisor takes to student		
Transition symbol for schedule (from same room, within view, or from distance)		
Verbal cue for schedule (from same room, within view, or from distance)		
Student checks spontaneously and independently throughout day		

Schedules

**Individual Schedule
for**

Daily

Visual

[illegible]

Schedules

Student _____

Date _____

Schedule: _____

Transition Cue: _____

Activity	Knows when to check schedule	Locates schedule	Follows sequence	Manipulates schedule	Goes to activity	Remains in activity	Comments
	6	6	6	6	6	6	
	5	5	5	5	5	5	
	4	4	4	4	4	4	
	3	3	3	3	3	3	
	2	2	2	2	2	2	
	1	1	1	1	1	1	
Activity							Comments
	6	6	6	6	6	6	
	5	5	5	5	5	5	
	4	4	4	4	4	4	
	3	3	3	3	3	3	
	2	2	2	2	2	2	
	1	1	1	1	1	1	
Activity							Comments
	6	6	6	6	6	6	
	5	5	5	5	5	5	
	4	4	4	4	4	4	
	3	3	3	3	3	3	
	2	2	2	2	2	2	
	1	1	1	1	1	1	
Activity							Comments
	6	6	6	6	6	6	
	5	5	5	5	5	5	
	4	4	4	4	4	4	
	3	3	3	3	3	3	
	2	2	2	2	2	2	
	1	1	1	1	1	1	
Activity							Comments
	6	6	6	6	6	6	
	5	5	5	5	5	5	
	4	4	4	4	4	4	
	3	3	3	3	3	3	
	2	2	2	2	2	2	
	1	1	1	1	1	1	
Activity							Comments
	6	6	6	6	6	6	
	5	5	5	5	5	5	
	4	4	4	4	4	4	
	3	3	3	3	3	3	
	2	2	2	2	2	2	
	1	1	1	1	1	1	

1 = fail
2 = physical prompt

3 = verbal prompt
4 = gestural prompt

5 = material prompt
6 = independent

Daily Schedule

7:15 – 7:45	Breakfast
7:45 – 8:00	Bathroom/Brush Teeth
8:00 – 8:30	Sensory Integration and Social Skills/Group 1 Speech
8:30 – 9:00	Sensory Integration and Social Skills/Group 2 Speech
9:00 – 9:20	Calendar and Daily News
9:20 – 9:30	Break
9:30 – 10:15	Songs, Story, and Reading Groups
10:45 – 11:15	Lunch
11:15 – 11:25	Large Group
11:25 – 12:00	Center Time
12:00 – 12:15	Snack
12:15 – 12:30	Recess
12:30 – 12:45	Bathroom/Water
12:45 – 1:15	Rest
1:15 – 1:45	Specials
1:45 – 2:15	Language Arts/Computer
2:15 – 2:30	Closing Circle (review of the day), Dismissal

Jamie's Schedule

7:12 – 7:45	Breakfast
7:45 – 7:50	Put backpack away and sign in
7:50 – 8:00	Bathroom
8:00 – 8:30	Speech
8:30 – 9:30	Mainstream for reading and language arts in Mrs. Osborne's second grade class
9:30 – 10:15	Follow work/computer schedule
10:15 – 10:45	Special
10:45 – 11:15	Lunch
11:15 – 11:20	Brush teeth
11:20 – 11:25	Bathroom
11:25 – 12:00	Centers
12:00 – 12:15	Snack
12:15 – 12:30	Recess
12:30 – 2:10	Mainstream to the resource classroom
2:10	Dismissal

Adult 2

7:30 – 7:45	Monitor breakfast/meet buses
7:45	Dismiss Jamie and Adam from the table to line up (Ms. H will be at the door waiting). follow the last person in the line to the room to put things away and sign in.
7:50	Assist Jamie and Adam brushing teeth
7:55	Take Jamie and Adam to the bathroom
8:00	Take Jamie and Adam to speech
8:00 – 8:20	Assist in Large Group
8:20 – 8:30	Work 1:1 with Aaron
8:30 – 8:50	Set up 1:1 tables/make materials
8:50 – 9:00	Work 1:1 with Adam
9:00 – 9:20	Prepare materials at Charles' 1:1 table for reading groups at 9:30
9:20	Follow the last person in the line to the gym for break
9:30 – 10:15	Prepare for reading group
	Monitor large group – we will sing 2 songs, I will read a book, and then dismiss to your group. The instructions for the lesson will be on the table
10:15 – 10:45	Math Group
10:45 – 11:15	Lunch – Follow the last student in line. Monitor lunch (If all students are finished at 11:05, take Adam, Joe, Dakota, and Nick to the bathroom.)
11:10	Take Adam, Jamie, Charles, Aaron and Lee to the bathroom
11:15 – 11:45	Lunch for yourself
11:45 – 12:15	Make materials
12:15 – 12:30	Monitor recess (Follow the end of the line to and from the playground and while outside keep an eye on Jamie and Charles.)
12:30 – 12:45	Bathroom/Water
12:45 – 1:15	Monitor rest/make materials
1:15 – 1:45	Monitor special
1:45 – 2:15	Assist with large group
2:15	Dismissal

Daily Schedule/Routine

[illegible]